



Making Connections

The additional activities and projects listed below can be integrated directly into the lessons in this unit or can be used to extend lessons once they have been completed. The topics lend themselves to students' continued study of antisemitism and the Holocaust as well as opportunities for students to make meaningful connections to other people and events, including relevant contemporary issues. These activities may include instructional strategies and techniques and/or address academic standards in addition to those that were identified for the unit.

- 1** In the aftermath of the Holocaust, many countries, especially in Europe, passed laws prohibiting hate speech against groups based on religion, race, and other categories. In France, for example, the law allows for the prosecution of "public insults" based on religion, race, ethnicity, or national origin. The U.S. has more permissive laws when it comes to hate speech. Have students research how the First Amendment of the U.S. Constitution protects free speech and what limits it puts on hate speech. Have them compare U.S. norms with those of another country that has stronger protections, citing at least one specific case in each country. Challenge students to articulate whether and how U.S. law should be changed to protect its citizens against hate speech.
- 2** Social media sites are replete with hate speech. Not only do original posts include antisemitic and other hateful words and images, but also the comment sections that follow such posts (as well as perfectly innocent posts) demonstrate the pervasiveness of the problem. Most major social media companies (e.g., Facebook, Twitter, YouTube) have policies regarding whether and what kind of hate speech are permitted, but these policies are often inconsistent, unevenly applied, and difficult to understand. Working in small groups, have students research how two or three social media sites monitor and regulate hate speech and hateful ideas, and decide whether they believe the policies in place are sufficient and, if not, what they believe is needed to curtail hate speech in social media.
- 3** While much media attention is often given to antisemitic and other hateful acts, the efforts of individuals and communities to combat such acts are often less publicized. Have students research examples of communities and individuals who have taken a stand against hateful acts and present in a multimedia presentation.